

PSCI 2002 (Section B)
Canadian Politics and Civil Society
Tuesdays: 11:35 a.m. – 1:25 p.m.
(Online via Zoom & Brightspace)

Instructor: Leonard Halladay

Office Hours: TBA

Email: leonard.halladay@carleton.ca

Appointment Scheduler: <https://calendly.com/leonardhalladay/15min>

A. Description

This course offers a critical introduction to the relationship between state and society in Canada, including the institutions, identities, processes, knowledges, historical conflicts, and vectors of social difference that inform and structure both Canada's ethos and the political lives of its inhabitants. Navigating this terrain means examining regional, linguistic, and cultural differences between social groups alongside the vectors of power and privilege – such as indigeneity, race, class, gender, sexuality, ability, and citizenship – that inform different conceptions and experiences of Canada. Some questions to keep in mind throughout the course include: Who are the primary actors in Canadian politics? How do they obtain recognition, power, or privilege? What core claims and concerns are common to Canadian politics? How do these contribute to Canada's political culture, nationalism, and identity? How are these things informed by capitalism, settler colonialism, white supremacy, and cisheterosexism? What role do ideas like liberalism and democracy play in Canadian politics? How has diversity been conceived over the course of Canada's history? How is this conception challenged by renewed calls for racial and economic justice that mark the present moment? What kinds of demands do Canada's commitments to diversity, multiculturalism, justice, and reconciliation place on its inhabitants? Ultimately, what is Canada? What does it mean to be Canadian? You can expect to finish this course having wrestled with these and other related questions.

B. Format

This is a synchronous online lecture course held on Zoom. This means that both lectures and tutorials will occur live at their scheduled times.¹ Each lecture will consist of a presentation of the weekly material, followed by a discussion as a group. The presentation component of each lecture will be recorded and posted on Brightspace. The discussion component will not. Please do your best to engage with the weekly materials prior to each scheduled lecture and come prepared to share your thoughts, reactions, questions, arguments, and other ideas about what we are learning in the course. I want to hear from you. I want you to learn the material, but I also do not want to just talk *at* you. There are lots of issues we can discuss. I also expect that you will participate in weekly tutorials led by a TA.

Participating in this course will pay off. Though I expect to talk for roughly seventy percent ($\approx 70\%$) of the scheduled lecture time each week, I am also looking for direct participation from as many students as

¹ Check Carleton Central to verify this information.

possible. In an online setting, this means that I want to be able to see and hear people as though we were in a physical classroom to the greatest extent possible. Though all students will be expected to participate in tutorials, those who wish to be absolved of the lecture participation expectations outlined here may complete an additional assignment to account for this portion of their grade. These expectations are reflected in the Evaluation section (§G) of this syllabus.

All course materials will be provided on Brightspace. These include all readings, visual aids like slides and diagrams, links to videos or other content, podcasts, and so on.

C. Objectives & Outcomes

By the end of the course, you will be able to do the following:

1. Identify, define, and critically engage with key terms and concepts related to Canadian politics.
2. Analyze the social, political, and economic bases of the relationship between state and society in Canada.
3. Differentiate between some of the major perspectives in Canadian politics (this includes being able to define some of them, outline some of the key concepts, assumptions, and frameworks central to each, and explain some of the strengths and weaknesses of each).
4. Deconstruct and apply key theoretical frameworks and methodological approaches to specific issues in Canadian politics.
5. Articulate your own perspectives and support these with research and reasoned argument.
6. Demonstrate an ability to engage with different perspectives (this includes being able to discuss, in good faith, the main arguments entailed by those perspectives with which you disagree, while engaging in respectful debate with those whose ideas you oppose).
7. Re-evaluate and reflect on your positionality (this includes your embodied experience and your relationship to different vectors of power and privilege that structure political life in Canada).

D. Equity Statement

I am someone who cares a great deal about your experience in this class. As your instructor, I am committed to fostering a learning environment in which all feel welcome, respected, and invited to contribute. As a student enrolled in this class, you will be expected to treat everyone involved in the course with respect.

Aspects of the course are contentious. You can expect to be challenged and/or placed in a position of discomfort by some of the material we examine together this term. This is a normal part of the learning process. On this point I offer the distinction between comfort and safety. The latter (safety) includes freedom from danger, risk, or injury and the protection of your overall well-being. Comfort, by contrast, describes feeling at ease, free from stress, and enjoying the familiar. Know that while I will do everything I can to ensure your safety in the context of this course, I will also push you to step outside your comfort zone as part of the learning process. That said, if something does not sit quite right with you, or you are struggling with the course for any reason, please feel free to contact me at any time. I am here to help you succeed and I appreciate hearing from students outside of class throughout the term.

N.B. Other information pertaining to equity, including information about names and pronouns, can be found in section I of this syllabus.

E. Communication & Office Hours

You are welcome to contact me by email (using only your Carleton University email address) at the address located on p. 1 of this syllabus (leonard.halladay@carleton.ca). Please include the course code (PSCI 2002 B) in the subject line of all emails.

Though I can usually respond quickly to most messages, you should expect a response time of up to two business days for all email correspondence sent during regular business hours. If you have a substantive query that pertains to the texts, to the concepts covered in the course, to an assignment, or you simply want to chat, feel free to book a meeting with me during my office hours. To help cut down on the number of emails I receive, I use an application called Calendly to book my meetings. To book a meeting, please access Calendly through the scheduler link on p. 1 of the syllabus.

N.B. Additional information about communication and office hours can be found in section I of this syllabus.

F. Texts

There are two (2) textbooks for this course. They are *Canadian Democracy*, 9th Ed. (Oxford) by Stephen Brooks and *Critical Concepts: An Introduction to Politics*, 6th Ed. (Oxford) by Brodie, Rein, and Smith, Eds.

Both can be obtained in hard copy from the Carleton University Bookstore or directly from the publisher. Both are also available as ebooks from VitalSource to either rent or purchase.

Readings from sources outside of this textbook will be provided on Brightspace or by ARES.

G. Evaluation

1. Lecture Participation (10%) ²	Ongoing
2. Tutorial Participation (10%)	Ongoing
3. Critical Review (10%)	Due: February 6, 2024
4. Research Paper Proposal (5%)	Due: February 27, 2024
5. Research Paper (30%)	Due: April 9, 2024
6. Final Take-Home Exam (35%)	Due: April 25, 2024

Lecture Participation will be evaluated based on the frequency with which you attend lectures and the quality of your contributions. You are expected to attend lectures having read the required materials for each session. You are also expected to participate (this means speaking, writing in the chat, and engaging in discussion with others). In an online setting, this also means that I want to be able to see and hear people as though we were in a physical classroom to the greatest extent possible. Attendance will be recorded. All readings listed on the Schedule (§H) are required unless marked as “suggested/optional.”

² N.B. Those who wish to be absolved of this requirement may complete an additional Critical Review to account for this portion of their grade (10%). The additional Critical Review will be due on March 19, 2024. Those who choose this option must indicate this to me by email on or before January 16, 2024. After this date, there is no opportunity to switch between the additional Critical Review evaluation option and the Lecture Participation evaluation option. Students who do not indicate their preference by email on or before January 16, 2024, will automatically be evaluated using the Lecture Participation option.

Tutorial Participation will be evaluated based on the frequency with which you attend tutorials and the quality of your contributions. You are expected to attend tutorials having read the required materials for each session. You are also expected to participate (this means speaking, writing in the chat, and engaging in discussion with others). In an online setting, this also means that your TAs should be able to see and hear people as though you were in a physical classroom to the greatest extent possible. Attendance will be recorded. All readings listed on the Schedule (§H) are required unless marked as “suggested/optional.”

N.B. Though success in this course will require a commitment to keeping up with your reading, do not be intimidated by the number of readings listed on the Schedule (§H). The lectures will provide an overview of the textbook chapter(s) assigned for each week, attaching key themes from the textbook(s) to the other required readings. Your tutorials will, in turn, focus on a particular question or debate raised by the readings. I will also share optional podcasts, news articles, and reports, to supplement our weekly discussions.

For your Critical Review assignment, you will be expected to select an article or book chapter from a list provided on Brightspace and write a review of your chosen reading. Your submission should be a maximum of either four (4) double-spaced pages or two (2) single-spaced pages excluding citations and notes. Material from the textbook chapters and other readings on the syllabus should not be included in your review. Should you wish to review an article or book chapter that is related to the course but not on the provided list, you must seek written approval from me prior to beginning your assignment.

The Critical Review assignment is an opportunity for you to receive feedback on your writing prior to submitting your Research Paper. More information about this assignment will be provided at the beginning of the term. All written assignments (including the final exam) must be submitted on Brightspace. You are responsible for ensuring that the correct file has been uploaded to Brightspace and email submissions will not be accepted.

For your Research Paper Proposal assignment, you will be expected to write a sample introductory paragraph for your upcoming Research Paper that includes a research question, thesis statement, and is supported by a preliminary source list of four (4) peer-reviewed scholarly sources. Each of these sources should be also accompanied by a short annotation that demonstrates its relevance. Your submission should be a maximum of either two (2) double-spaced pages or one (1) single-spaced page including citations and notes.

The Research Paper Proposal assignment is an opportunity to receive feedback on your research question, thesis statement, and supporting research prior to submitting your Research Paper. More information about this assignment will be provided early in the term. All written assignments (including the final exam) must be submitted on Brightspace. You are responsible for ensuring that the correct file has been uploaded to Brightspace and email submissions will not be accepted.

For your Research Paper assignment, you will be expected to write an argumentative essay that responds to a research question and undertake research to support the argument you make. Your submission should be a maximum of ten (10) double-spaced pages or five (5) single-spaced pages excluding citations and notes. Your submission must also include a minimum of ten (10) peer-reviewed scholarly sources, which you will select based on your research. Material from the textbook chapters and other readings on the syllabus can be included in your review, but these will not count toward the minimum of ten (10) peer-reviewed scholarly sources that you are required to include.

The Research Paper assignment is an opportunity to develop your research skills by exploring what you found most interesting about the course. More information about this assignment will be provided early in the term. All written assignments (including your final exam) must be submitted on Brightspace. You are responsible for ensuring that the correct file has been uploaded to Brightspace and email submissions will not be accepted.

For your Final Take-Home Exam, you will be expected to respond in writing to a combination of short and long-answer questions. As a take-home exam, the exam is “open book.” Your Final Take-Home Exam questions will be posted on Brightspace on the last day of classes (April 9, 2024) and your submission will be due on the last day of exams (April 25, 2024). Your submission should be a maximum of ten (10) double-spaced pages or five (5) single-spaced pages excluding citations and notes. Material from the textbook chapters and other readings on the syllabus should be the primary sources used in your submission.

The Final Take-Home Exam is a cumulative assessment of your understanding of the course materials. This is an opportunity for rigorous engagement with the questions and concepts outlined in Section A of this syllabus. More information about the exam will be provided as the term draws to a close. All written assignments (including your final exam) must be submitted on Brightspace. You are responsible for ensuring that the correct file has been uploaded to Brightspace and email submissions will not be accepted.

Other Information About Assignments:

All assignments (including your final exam) must use a standard twelve (12) point font (Times New Roman, Arial, Garamond, Calibri, etc.), be either single or double-spaced, have standard one (1) inch margins, include page numbers on the bottom of each page, use one of either MLA or Chicago/Turabian citation styles, and be accompanied by a bibliography or reference list.

All assignments submitted on Brightspace must be Microsoft Word documents. Carleton University offers Microsoft Office (which includes Word and other programs) to students for download at no charge. To download Microsoft Office, visit: <https://carleton.ca/its/help-centre/get-microsoft-office-for-students/>.

All assignments (including your final exam) must also include a header at the top of the first page (justified to the left margin before the assignment title), which should include your name and student number, course code, instructor’s name, and TA’s name. Title pages are not required for assignments submitted in this course. An example of the header format is as follows:

First name Last name | 000000000
PSCI 2002 B | Leonard Halladay
TA: First name Last name

Additional information and instructions for all evaluation components will be provided on Brightspace and/or by email as well as discussed in lecture.

Information About Extensions and Grading:

All components of this course that are eligible for a grade will receive a percentage grade. To convert this percentage to a letter grade, or to the university’s twelve (12) point system, consult the following link: <https://carleton.ca/academicadvising/cgpas/>.

With respect to grading, written submissions in the A-range will typically demonstrate mastery of the material that exceeds many (if not all) of the expectations for the assignment by showing originality and extensive critical engagement with the chosen subject. A-range submissions are polished and virtually error free. Similarly, written submissions in the B-range will demonstrate a thorough understanding of the material and meet all the expectations of the assignment. B-range submissions may have several minor errors. Finally, written submissions in the C-range will demonstrate some broad acquaintance with aspects of the material but may read confused or be missing key insights. C-range submissions may also have frequent errors or show a lack of regard for style and citation.

Extensions will be granted in exceptional circumstances only. Should you wish to request an extension, you will be required to provide written justification for your request and verifiable documentation where applicable. Late submissions are subject to a penalty of three percent (3%) per day late, inclusive of weekends and holidays. If you have a valid reason for making a late submission, you should contact both myself and your TA as early as possible. Unless arrangements for an extension have been made prior to the due date, late submissions will not be accepted more than seven (7) calendar days after the due date and failure to submit an assignment within this time frame will result in a grade of zero (0).

H. Schedule³

January 9, 2024 – Introduction: Political Life & Methods of Study

- Brooks, Stephen. 2020. “An Introduction to Political Life” in *Canadian Democracy*, 9th Ed. (Oxford University Press), Ch. 1, pp. 2-28.
- Cochrane, Blidook, and Dyck. 2017. “Approaching the Study of Politics” in *Canadian Politics*, 9th Ed. (Nelson), Ch. 1, pp. 3-15.

Suggested/Optional:

- Pal, Leslie A. 1999. “State and Society: Conceptualizing the Relationship” in *Canadian Politics*, 3rd Ed. (Broadview Press), Ch. 22, pp. 487-500.

January 16, 2024 – Institutional Foundations & The Constitution (+ The Charter)

- Cochrane, Blidook, and Dyck. 2017. “Institutional Foundations and the Evolution of the State” in *Canadian Politics*, 9th Ed. (Nelson), Ch. 2, pp. 19-38.
- Brooks, Stephen. 2020. “The Constitution” in *Canadian Democracy*, 9th Ed. (Oxford University Press), Ch. 6, pp. 132-165.

Suggested/Optional:

- Brooks, Stephen. 2020. “Rights and Freedoms” in *Canadian Democracy*, 9th Ed. (Oxford University Press), Ch. 7, pp. 166-196.

January 23, 2024 – Political Cultures: Evolving Conceptions of Diversity & Citizenship

- Brooks, Stephen. 2020. “Political Culture” in *Canadian Democracy*, 9th Ed. (Oxford University Press), Ch. 2, pp. 30-62.
- Laselva, Samuel V. 2020. “Understanding Canada’s Origins: Federalism, Multiculturalism, and the Will to Live Together” in *Canadian Politics*, 7th Ed. Bickerton & Gagnon, Eds. (University of Toronto Press), Ch. 1, pp. 3-20.
- Abu-Laban, Yasmeen. 2020. “Diversity in Canadian Politics” in *Canadian Politics*, 7th Ed. Bickerton & Gagnon, Eds. (University of Toronto Press), Ch. 17, pp. 349-371.

January 30, 2024 – Settler Colonialism: Dispossession & Erasure

- Stasiulis, Daiva and Radha Jhappan. 1995. “The Fractious Politics of a Settler Society: Canada” in *Unsettling Settler Societies*. Stasiulus and Yuval-Davis, Eds. (Sage), pp. 1-24.
- Altamirano-Jiménez, Isabel. 2024. “Indigenous Peoples, Land, and the UNDRIP” in *Critical Concepts*, 6th Ed. Brodie, Rein, and Smith, Eds. (Oxford), Ch. 6., pp. 90-107.

³ Please be aware that these reading selections are subject to change based on the overall trajectory of the course. I may adapt this schedule as we go (by omitting, rearranging, or in rarer cases adding to the readings) to best accommodate the pacing of our discussions throughout the term.

- Slowey, Gabrielle. 2016. “Confederation Comes at a Cost: Indigenous Peoples and the Ongoing Reality of Colonialism in Canada” (Activehistory.ca), pp. 1-6.

February 6, 2024 – Regionalism & Federalism

- Brooks, Stephen. 2020. “Regionalism and Canadian Politics” in *Canadian Democracy*, 9th Ed. (Oxford University Press), Ch. 5, pp. 109-30.
- Brooks, Stephen. 2020. “Federalism” in *Canadian Democracy*, 9th Ed. (Oxford University Press), Ch. 8, pp. 197-230.
- Papillon, Martin. 2008. “Is the Secret to Have a Good Dentist? Canadian Contributions to the Study of Federalism in Divided Societies” in *The Comparative Turn in Canadian Political Science*. White et al., Eds. (UBC Press), Ch. 7, pp. 123-39.

February 13, 2024 – Social Movements & Interest Groups

- Brooks, Stephen. 2020. “Interest Groups” in *Canadian Democracy*, 9th Ed. (Oxford University Press), Ch. 12, pp. 333-361.
- Smith, Miriam. 2018. “Power and Group Politics” in *A Civil Society: Collective Actors in Canadian Political Life*. (UofT Press), Ch. 1., pp. 1-32.

Suggested/Optional:

- Smith, Miriam. 2018. “Historical Trajectories of Influence in Canadian Politics” in *A Civil Society: Collective Actors in Canadian Political Life*. (UofT Press), Ch. 2., pp. 33-70.

February 20, 2024 – Reading Week (No Classes)

February 27, 2024 – Inequality, Class & Canadian Political Economy

- Brooks, Stephen. 2020. “The Social and Economic Setting” in *Canadian Democracy*, 9th Ed. (Oxford University Press), Ch. 3, pp. 63-81.
- Porter, John. 2016. “The Vertical Mosaic” in *Essential Readings in Canadian Government and Politics*, 2nd Ed. (Edmond), Ch. 72., pp. 497-504.
- Panitch, Leo. 2016. “Elites, Classes, and Power in Canada” in *Essential Readings in Canadian Government and Politics*, 2nd Ed. (Edmond) Ch. 73., pp. 505-511.

Suggested/Optional:

- Cochrane, Blidook, and Dyck. 2017. “Political Economy” in *Canadian Politics*, 9th Ed. (Nelson), Ch. 8, pp. 163-184.

March 5, 2024 – Language Politics: French Canada & Québec

- Brooks, Stephen. 2020. “Language Politics” in *Canadian Democracy*, 9th Ed. (Oxford University Press), Ch. 14, pp. 386-411.
- Gagnon, Alain-G. 2020. “The Five Faces of Quebec: Shifting Small Worlds and Evolving Political Dynamics” in *Canadian Politics*, 7th Ed. (University of Toronto Press), Ch. 10., pp 197-216.

March 12, 2024 – Multiculturalism, Migration, and Cultural Accommodation

- Brooks, Stephen. 2020. “Diversity and Multiculturalism” in *Canadian Democracy*, 9th Ed. (Oxford University Press), Ch. 4, pp. 82-108.
- Gabriel, Christina. 2024. “Citizenship and Borders” in *Critical Concepts*, 6th Ed. Brodie, Rein, and Smith, Eds. (Oxford), Ch. 10., pp. 157-176.
- Kymlicka, Will. 2020. “Citizenship, Communities, and Identity in Canada” in *Canadian Politics*, 7th Ed. Bickerton & Gagnon, Eds. (University of Toronto Press), Ch. 16., pp. 327-348.

Suggested/ Optional:

- Maynard, Robyn. 2017. “The Black Side of the Mosaic: Slavery, Racial Capitalism, and the Making of Contemporary Black Poverty” in *Policing Black Lives: State Violence in Canada from Slavery to Present* (Fernwood Press), Ch. 2., pp. 50-82.

March 19, 2024 – Indigeneity & Indigenous Politics

- Brooks, Stephen. 2020. “Indigenous Politics” in *Canadian Democracy*, 9th Ed. (Oxford University Press), Ch. 16, pp. 440-473.
- Elliott, Michael. 2018. “Indigenous Resurgence: The Drive for Renewed Engagement and Reciprocity in the Turn Away from the State.” *Canadian Journal of Political Science* 51(1), pp. 61-81.

March 26, 2024 – Race, Racism, and White Supremacy

- Smith, Malinda S. 2024. “The Politics of Race” in *Critical Concepts*, 6th Ed. Brodie, Rein, and Smith, Eds. (Oxford), Ch. 7., pp. 108-123.
- Dhamoon, Rita, and Yasmeen Abu-Laban. 2009. “Dangerous (Internal) Foreigners and Nation-Building: The Case of Canada.” *International Political Science Review* 30(2), pp. 163-183.
- Thompson, Debra. 2020. “Race, the Canadian Census, and Interactive Political Development,” *Studies in American Political Development* 34(1), pp. 44-70.

April 2, 2024 – Gender & Sexuality in Canadian Politics

- Brooks, Stephen. 2020. “Women and Politics” in *Canadian Democracy*, 9th Ed. (Oxford University Press), Ch. 16, pp. 440-473.
- DeGagné, Alexa. 2024. “Genders and Sexualities” in *Critical Concepts*, 6th Ed. Brodie, Rein, and Smith, Eds. (Oxford), Ch. 8., pp. 124-141.

Suggested/ Optional:

- Butler, Leslie. “Gender Issues in Canada: Evolution and Revolution” in *Rethinking Who We Are: Critical Reflections on Human Diversity in Canada*. Pulis and Angelini, Eds. (Fernwood Press), Ch. 7., 171-197.
- Easton, Lee, and Shane Gannon. “Governing Sexualities: Interrogating Settler Sexualities in Canada” in *Rethinking Who We Are: Critical Reflections on Human Diversity in Canada*. Pulis and Angelini, Eds. (Fernwood Press), Ch. 8., 198-229.

April 9, 2024 – Canada in the World (+Review)

- Brooks, Stephen. 2020. “Canada in the World” in *Canadian Democracy*, 9th Ed. (Oxford University Press), Ch. 17, pp. 475-499.

I. Course Policies:

Recording: to create a space where all learners feel free to participate, share ideas, and occasionally make mistakes, class discussions (including lectures and tutorials) will not be recorded. Under no circumstances should you record or otherwise digitally capture any part of the lectures or tutorials unless express consent is provided by all participants before the session in question.

Names: I will address you by your preferred name and use your pronouns. If the name on the official course list does not match the name by which you would like to be addressed (including in class, in emails, and when you submit assignments), please send me an email to advise me of this. I cannot change the official course list, but I can address you as you prefer. If you send me an email, I suggest you sign it using your

preferred name, as this is a good way of indicating how you would like me to address you. I would also like to pronounce your name correctly. You can send me a short audio clip with the correct pronunciation by email (e.g., <https://namedrop.io/leonardhalladay>) or speak to me directly after class. If I make errors when pronouncing your name, feel free to correct me.

Email: As outlined in Section E of this syllabus, I am available to answer at least some enquiries by email. If you have a question about course policies, due dates, or assignments, please read the syllabus and check Brightspace to see if your question can be answered using the information that is already available to you. If your email relates to something that is best answered face-to-face, I will respond to set up a time to meet with you or direct you to my office hours. I check my email a few times a day during working hours (weekdays from 9 a.m. to 5 p.m.), and you can generally expect a reply within 48 hours during this time. I do not check email on the weekends. If contacting me by email, please include the course code (PSCI 2002 B) in the subject line and use only your Carleton University email address.

Office Hours: I reserve two hours of non-instructional time per week specifically for students in this class. These office hours are a space to seek clarification on readings or assignments, to discuss matters related to course content, or to seek guidance on other academic or professional matters. I can also provide referrals for matters beyond my purview (including issues related to mental health, food insecurity, and/or academic counselling). I strongly advise you to take advantage of these office hours and I really do enjoy when students do this. When you take advantage of these hours, it not only helps me learn your names and interests, but it gives me a sense of what parts of the course you are enjoying or finding difficult and it tends to cut down on the number of emails I receive (and trust me, I get enough emails). Please remember that I am a resource for you and that I want to do what I can to help you be successful in this course. With that said, I can only assist you if you ask. So, feel free to contact me by email and take advantage of my office hours.

Grade Appeals: Students are sometimes disappointed by the mark they receive on an assignment. This is to be expected. Especially after putting a considerable amount of effort into a piece of work, many are accustomed to success, setting high expectations for themselves. Disappointment is, unfortunately, an important part of both going to university and life more generally. Grading is my least favourite part of this job, but marks cannot be raised simply because you tried hard, because you think you deserve a higher mark, or because you are trying to get into law school, grad school, or some other professional program. Adjustments based solely on these criteria are unfair to the other students in this class.

If after thinking about your mark, reviewing the assignment instructions, and reading the feedback, you feel that a mark should be revisited, please prepare a half-page explanation outlining the basis of the appeal and provide this to your TA by email. Please note that appeals will not be considered until 3 days (72 hours) have passed since the assignment was returned to you. Use this time to reflect on the assignment, the submission you made, and the feedback you received. If, after following these steps and giving your TA the opportunity to respond, you still feel that a mark should be revisited, please forward the email you provided to your TA to me, and I will re-assess your submission. With all that said, be aware that there are no provisions for re-writing or “making up” assignments in this course, and that the mark you receive upon review may be higher, lower, or the same as before.

Additional Policies: Please see the appendix to this syllabus for additional university-wide policies.

J. Resources for Students

1. Are you struggling academically?
 - Carleton Academic Advising Centre (AAC): <https://carleton.ca/academicadvising/>
2. Are you a student with a disability and require academic accommodation?

- Paul Menton Centre for Students with Disabilities: <https://carleton.ca/pmc/>
3. Are you in personal distress? Please talk to someone!
 - Carleton Health and Counselling Services: <https://carleton.ca/health/> (Phone: 613-520-6674)
 - Good2Talk Postsecondary Student Helpline (Phone: 1-866-925-5454)
 - Sexual Assault Support Services: <https://carleton.ca/sexual-violence-support/>
 4. Are you experiencing food insecurity?
 - CUSA Food Centre: <https://linktr.ee/cusafoodcentre/>

Appendix

Student Mental Health

As a university student, you may experience a range of mental health challenges that significantly impact your academic success and overall well-being. If you need help, please speak to someone. There are numerous resources available both on- and off-campus to support you. Here is a list that may be helpful:

Emergency Resources (on and off campus): <https://carleton.ca/health/emergencies-and-crisis/emergency-numbers/>

- **Carleton Resources:**
 - Mental Health and Wellbeing: <https://carleton.ca/wellness/>
 - Health & Counselling Services: <https://carleton.ca/health/>
 - Paul Menton Centre: <https://carleton.ca/pmc/>
 - Academic Advising Centre (AAC): <https://carleton.ca/academicadvising/>
 - Centre for Student Academic Support (CSAS): <https://carleton.ca/csas/>
 - Equity & Inclusivity Communities: <https://carleton.ca/equity/>
- **Off Campus Resources:**
 - Distress Centre of Ottawa and Region: (613) 238-3311 or TEXT: 343-306-5550, <https://www.dcottawa.on.ca/>
 - Mental Health Crisis Service: (613) 722-6914, 1-866-996-0991, <http://www.crisisline.ca/>
 - Empower Me: 1-844-741-6389, <https://students.carleton.ca/services/empower-me-counselling-services/>
 - Good2Talk: 1-866-925-5454, <https://good2talk.ca/>
 - The Walk-In Counselling Clinic: <https://walkincounselling.com>

Requests for Academic Accommodation

You may need special arrangements to meet your academic obligations during the term. For an accommodation request, the processes are as follows:

Academic consideration for medical or other extenuating circumstances: Please contact your instructor if you are experiencing circumstances that (a) are beyond your control, (b) have a significant impact your capacity to meet your academic obligations, and (c) could not have reasonably been prevented. Decisions on academic consideration are in your instructor's discretion; they will be guided by the course learning outcomes and the principle of good faith. Please see [here](#) for more details. For considerations relating to course work, your instructor may request that you complete the [Self-Declaration form](#). To apply for a deferral of your final exam, you must submit the Self-Declaration form to the Registrar's Office no later than three days after the scheduled examination or take-home due date.

Pregnancy accommodation: Please contact your instructor with any requests for academic accommodation during the first two weeks of class, or as soon as possible after the need for accommodation is known to exist. For accommodation regarding a formally-scheduled final exam, you must complete the Pregnancy Accommodation Form ([click here](#)).

Religious accommodation: Please contact your instructor with any requests for academic accommodation during the first two weeks of class, or as soon as possible after the need for accommodation is known to exist. For more details [click here](#).

Accommodations for students with disabilities: If you have a documented disability requiring academic accommodations in this course, please contact the Paul Menton Centre for Students with Disabilities (PMC) at 613-520-6608 or pmc@carleton.ca for a formal evaluation, or contact your PMC coordinator to send your instructor your Letter of Accommodation at the beginning of the term. You must also contact the PMC no later than two weeks before the first in-class scheduled test or exam requiring accommodation (if applicable). After requesting accommodation from PMC, reach out to your instructor as soon as possible to ensure accommodation arrangements are made. For more details, [click here](#).

Accommodation for student activities: Carleton University recognizes the substantial benefits, both to the individual student and to the university, that result from a student participating in activities beyond the classroom. Reasonable accommodation will be provided to students who engage in student activities at the national or international level. Please contact your instructor with any requests for academic accommodation during the first two weeks of class, or as soon as possible after the need for accommodation is known to exist. For more information, please [click here](#).

For more information on academic accommodation, please contact the departmental administrator or visit: students.carleton.ca/course-outline.

Sexual Violence Policy

As a community, Carleton University is committed to maintaining a positive learning, working and living environment where sexual violence will not be tolerated. Survivors

are supported through academic accommodations as per Carleton's Sexual Violence Policy. For more information about the services available at the university and to obtain information about sexual violence and/or support, visit: carleton.ca/sexual-violence-support.

Academic Integrity

Academic integrity is an essential element of a productive and successful career as a student. Carleton's [Academic Integrity Policy](#) addresses academic integrity violations, including plagiarism, unauthorized collaboration, misrepresentation, impersonation, withholding of records, obstruction/interference, disruption of instruction or examinations, improper access to and/or dissemination of information, or violation of test and examination rules. Students are required to familiarize themselves with the university's academic integrity rules.

Plagiarism

The Academic Integrity Policy defines plagiarism as “presenting, whether intentional or not, the ideas, expression of ideas or work of others as one’s own.” This includes reproducing or paraphrasing portions of someone else’s published or unpublished material, regardless of the source, and presenting these as one’s own without proper citation or reference to the original source. Examples of sources from which the ideas, expressions of ideas or works of others may be drawn from include, but are not limited to: books, articles, papers, websites, literary compositions and phrases, performance compositions, chemical compounds, art works, laboratory reports, research results, calculations and the results of calculations, diagrams, constructions, computer reports, computer code/software, material on the internet and/or conversations.

Examples of plagiarism include, but are not limited to:

- Any submission prepared in whole or in part, by someone else;
- Using ideas or direct, verbatim quotations, paraphrased material, algorithms, formulae, scientific or mathematical concepts, or ideas without appropriate acknowledgment in any academic assignment;
- Using another’s data or research findings without appropriate acknowledgement;
- Submitting a computer program developed in whole or in part by someone else, with or without modifications, as one’s own; and
- failing to acknowledge sources through the use of proper citations when using another’s work and/or failing to use quotations marks.

Use of Artificial Intelligence

Unless explicitly permitted by the instructor in a particular course, any use of generative artificial intelligence (AI) tools to produce assessed content (e.g., text, code, equations, image, summary, video, etc.) is considered a violation of academic integrity standards.

Procedures in Cases of Suspected Violations

Violations of the Academic Integrity Policy are serious offences which cannot be resolved directly with the course's instructor. When an instructor suspects a violation of the Academic Integrity Policy, the Associate Dean of the Faculty conducts a rigorous investigation, including an interview with the student. Penalties are not trivial. They may include a mark of zero for the assignment/exam in question or a final grade of "F" for the course. More information on the University's Academic Integrity Policy can be found at: <https://carleton.ca/registrar/academic-integrity/>.

Intellectual property

Student or professor materials created for this course (including presentations and posted notes, labs, case studies, assignments and exams) remain the intellectual property of the author(s). They are intended for personal use and may not be reproduced or redistributed without prior written consent of the author(s).

Submission and Return of Term Work

Papers must be submitted directly to the instructor according to the instructions in the course outline. The departmental office will not accept assignments submitted in hard copy.

Grading

Standing in a course is determined by the course instructor, subject to the approval of the faculty Dean. Final standing in courses will be shown by alphabetical grades. The system of grades used, with corresponding grade points is:

Percentage	Letter grade	12-point scale	Percentage	Letter grade	12-point scale
90-100	A+	12	67-69	C+	6
85-89	A	11	63-66	C	5
80-84	A-	10	60-62	C-	4
77-79	B+	9	57-59	D+	3
73-76	B	8	53-56	D	2
70-72	B-	7	50-52	D-	1

Standing in a course is determined by the course instructor subject to the approval of the Faculty Dean. This means that grades submitted by an instructor may be subject to revision. No grades are final until they have been approved by the Dean.

Carleton E-mail Accounts

All email communication to students from the Department of Political Science will be via official Carleton University e-mail accounts and/or Brightspace. As important course and university information is distributed this way, it is the student's responsibility to monitor their Carleton University email accounts and Brightspace.

Carleton Political Science Society

The Carleton Political Science Society (CPSS) has made its mission to provide a social environment for politically inclined students and faculty. By hosting social events, including Model Parliament, debates, professional development sessions and more, CPSS aims to involve all political science students at Carleton University. Our mandate is to arrange social and academic activities in order to instill a sense of belonging within the Department and the larger University community. Members can benefit through our networking opportunities, academic engagement initiatives and numerous events which aim to complement both academic and social life at Carleton University. To find out more, visit us on Facebook <https://www.facebook.com/CarletonPoliticalScienceSociety/>.

Official Course Outline

The course outline posted to the Political Science website is the official course outline.
